



2022-23

**Nita M. Lowey 21st Century Community Learning Center
Grant Application Guidelines**

**Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent**

Student Services/Prevention and Wellness
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Wisconsin Department of Public Instruction

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General Program Information

Program Overview and Purpose of Funding

The Wisconsin Department of Public Instruction (DPI) has administered the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program since 2002 when it was integrated into the Elementary and Secondary Education Act (ESEA). This grant funds Community Learning Centers which provide students with academic enrichment activities and a broad array of other activities during non-school hours or during periods when school is not in session.

The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA and altered the focus of the 21st CCLC grant program to focus funding on before- and after-school programs that align academic services to the identified needs of students and to state academic standards. The ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

Authorized under Title IV, Part B of ESEA, and targeting schools and communities in need of services, the purpose of the 21st CCLC program is threefold. Funded entities must:

1. provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. offer students access to a broad array of additional services, such as those that focus on youth development, social and emotional learning (SEL), civic engagement, and nutritional and physical health; and
3. offer adult family members of program participants opportunities for educational development and engagement in their children's education.

Grant funds will primarily serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation) or serve students who attend schools identified by the local education agency (LEA) to be in need of intervention and support. The 21st CCLC program must primarily target students enrolled in a school eligible for schoolwide Title I designation.

21st CCLC funds may be used to fund new after-school programs or expand and enhance current activities provided in existing after-school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after-school program. Again, grantees must remember that 21st CCLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

The DPI does not currently allow applicants to apply to use these grant funds for Expanded Learning Program Activities, as defined under ESEA, § 4204(a)(2).

For more information about the 21st CCLC grant program, including guidance on planning and implementing a CLC program, review the [Introduction to 21st CCLC on the You For Youth \(Y4Y\) website](#).

Requirements at a Glance

Eligible Applicants	Any public or private entity proposing to serve a qualifying school. A qualifying school must be eligible for schoolwide Title I programs and: <ul style="list-style-type: none"> in program improvement status per Title I designation, OR <ul style="list-style-type: none"> have been determined by a local education agency (LEA) to be in need of intervention and support to improve academic achievement and other outcomes, AND enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.
Due Date of Application	January 28, 2022
Award Amount(s)	Applicants are eligible to apply for funding based on the amount needed to operate the proposed program AND must serve the projected minimum average daily attendance (ADA) associated with the selected funding tier. Funding tiers are as follows: <ul style="list-style-type: none"> \$80,000 = 25-40 Minimum ADA \$100,000 = 41-55 Minimum ADA \$115,000 = 56-70 Minimum ADA \$130,000 = 71-85 Minimum ADA \$145,000 = 86 & up Minimum ADA
Duration of Grant Award	Applicants are eligible for five years of funding, dependent on adequate annual performance and the availability of federal funds.
Program Contacts	Teri LeSage (608-267-5078) Tanya Morin (608-267-9393) Alison Wineberg (608-267-3751)
Purpose of Funding	The 21st CCLC grant funds are intended to: <ol style="list-style-type: none"> provide opportunities for academic enrichment to assist students in meeting the state academic standards; offer students access to a broad array of additional services, such as those that focus on youth development, SEL, civic engagement, and nutritional and physical health; and offer adult family members of program participants opportunities for educational development and engagement in their children's education.
Services programs must provide to youth participants.	Programs must provide academic enrichment activities that align with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. In addition,

	programs must offer at least two additional types of services, programs, or activities that contribute to overall student success.
Services for adult family members of program participants	Programs must offer adult family members of 21st CCLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Programs must offer at least one family engagement event per school year. It is recommended that programs offer at least four such events.
Required number of hours and days of service.	Programs must operate for a minimum of 10 hours a week for 115 days during the school year.
When programming for students can occur.	Programming may take place before or after school, during school breaks (i.e., spring break or summer recess), and on weekends. Grant-funded programming for students is not allowed during school hours.

Competition Summary

Funding Eligibility And Distribution

Grant funding awarded under this competition will range from \$80,000-\$145,000 per 21st CCLC site per year. The award amount is dependent on the projected ADA of the proposed program, as identified by the applicant.

Funding Tier	Minimum ADA*
\$80,000	25-40
\$100,000	41-55
\$115,000	56-70
\$130,000	71-85
\$145,000	86 & up

****Applicants are cautioned to carefully consider a realistic projection for ADA, as failure to meet the projected ADA will result in a reduced award. When choosing a funding tier, applicants may also want to consider any current funding utilized to operate an out-of-school time program. Grant funds cannot be used to supplant any existing local, state, or federal funding to support programming. Therefore, applicants may want to consider applying for a lower funding tier than the projected ADA allows in order to avoid supplanting other funds.***

Eligible applicants may be an LEA (i.e., school district), community-based organization (CBO), Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Note that the applicant must identify one eligible school as the primary recipient of the services provided through the grant. Programs must target students who primarily attend schools eligible for schoolwide programs under Title I. For more information about schoolwide Title I eligibility, visit the [DPI Title I Schoolwide Programs website](#).

Additional schools may be served under one award, but a minimum of 51 percent of enrolled program participants must come from the primary school identified in the application, and participants from all schools must be served at one location. If the program is located in a facility other than a school, the program must demonstrate that it is at least as accessible to the students to be served as if the program were located in the school(s). There is no increase in grant funds for programs serving more than one school.

Following review and recommendations by both an external and internal review panel, using the criteria and priorities described in this document and outlined in the *Grant Reviewer Rubrics*, the State Superintendent will select award recipients, and DPI will notify applicants of their award status.

Length Of Grant Award

The DPI intends to make grant awards for five years to successful applicants. Annual grant awards will be issued dependent upon the availability of funds and demonstrated satisfactory progress. The DPI does not currently allow for automatic renewability of a sub grant after a five-year cycle. All current grantees ending a five-year cycle must reapply to compete for a new cycle of funding, per ESEA, § 4204(j).

Priorities

Priority will be given to applications that:

1. Propose to target services to -
 - a. students that attend schools that -
 - i. have been identified by DPI as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools (see [DPI's Federal Accountability \[ESSA\] website](#));
OR
 - ii. have been determined by the LEA to be in need of intervention and support to improve students' academic achievement and other outcomes;
AND
 - iii. enroll students that may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - b. the families of students described above.
2. Are submitted jointly by eligible entities consisting of at least one LEA receiving funds under Title I, Part A, and at least one other eligible entity.
3. Demonstrate that the activities proposed in the application are, as of the date of submission, not accessible to students that would be served or would expand accessibility to high-quality services that may be available in the community.

The DPI does not maintain a list of schools determined as in need of services by the LEA, nor does the DPI dictate what specific elements an LEA must reference when making this determination. The LEA should consider the degree of academic need and other risk factors when identifying schools in need of services.

In accordance with ESSA regulations, when possible, the DPI will distribute grant funds equitably among geographic areas within the State, including urban and rural communities.

Grant Administration

Program Services and Activity Requirements

Program Services for Participants:

Each eligible organization that receives an award must use the funds to carry out a broad array of activities that advance student achievement during out-of-school time (i.e., before school, after

school, and days school is not in session). Although programming during summer recess is allowable, the primary use of grant funds must be to deliver programming during the regular school year. 21st CCLC grant funds cannot be used to provide programming for students during the school day.

Programs must provide academic enrichment activities on a regular basis to all enrolled participants. Academic enrichment is programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Academic activities are standards-based, developmentally appropriate, intentional, and build skills in a sequential way. At the same time, academic programming is distinctly and intentionally different from that of the school day and often engages students in active learning and provides opportunities to apply learning to real-world problems. This could include project-based learning (PBL) and service learning experiences meaningful to students. Ideally, such learning would not be limited to computer-based educational software or a one-dimensional approach.

In addition, programs must provide services in two or more program areas that promote the development of other skills that contribute to student success, such as youth development, recreational, and SEL activities.

Allowable grant-funded activities include:

- Mentoring programs
- Remedial education activities
- Tutoring services
- Service learning programs
- Activities that enable students to be eligible for credit recovery
- Literacy education programs
- Mathematics education programs
- Arts and music programs
- Counseling programs
- Financial literacy programs
- Environmental literacy programs
- Nutritional education programs
- Regular, structured physical activity programs
- Services for individuals with disabilities
- Programs for English Language Learners
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM)
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness

skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

All activities offered by the program must align with one of the categories listed above. For more information, including definitions of the allowable activities, see [Appendix A](#).

Program Services for the Adult Family Members of Participants:

21st CCLC programs are also required to provide educational services or activities for the adult family members of participants. In particular, local programs must offer services to support the involvement of adult family members in their student's education, including services that are designed to advance students' academic achievement. Services may also be provided that support the literacy and related educational development of adult family members. Services for families may take place during the school day or during out-of-school hours.

Equitable Access to Program Services

Communication with Community: All applicants are required to notify the community of their intent to apply for funds and that the application will be available for public review after submission. It is the responsibility of the applicant to maintain records that this requirement has been met.

Students with Disabilities: All students are eligible to participate in 21st CCLC programs on an equitable basis, including students with disabilities. As such, applicants are reminded of their obligation under § 504 of the Rehabilitation Act of 1973 to ensure that their proposed 21st CCLC program does not discriminate against students on the basis of disability. § 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." For more information on this obligation, visit the [Office for Civil Rights' Protecting Students with Disabilities](#). The DPI has also developed [guidelines for 21st CCLC grantees that provide a brief overview of the obligations of 21st CCLC programs under § 504](#).

Private Schools: Title IV, Part B (21st CCLC) of the ESEA requires that timely and meaningful consultation occurs between the LEA or educational service agency, or consortium of these agencies, and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

All applicants are required to consult with private schools with eligible children enrolled that are located in areas served by the LEA prior to submitting an application for funds. Additionally, all non-private LEA applicants (i.e., public school districts) must complete the Private School Affirmation form when submitting a 21st CCLC grant proposal. See the Accessibility section of the Application Detail and Instructions portion of this document for more detailed information regarding this requirement. Access the [Private School Affirmation form online](#).

Program Staffing

Granted programs are required to hire a dedicated program coordinator to manage day-to-day programming, coordinate partnerships, manage line staff, coordinate program activities, and ensure grant requirements are met. It is not acceptable to split this position between multiple individuals. It is DPI's expectation that one person be the identified, dedicated coordinator. If the coordinator is responsible for one center, they must dedicate a minimum of 20 hours per week

toward program management and oversight. If the coordinator is responsible for two or more centers, they must dedicate 40 hours per week toward program management and oversight. Applicants should maintain records of staff time in order to document that this requirement is met.

In addition, applicants should hire staff who are qualified to deliver high quality programming as described in the application's [Do \(Action Plan\) section](#). This may or may not include certified teaching staff, youth development professionals, paraprofessionals, or other qualified community members. Efforts should be made to ensure that staff are qualified to work with youth in the capacity described in the application. Applicants may elect to employ a combination of staff (i.e., certified teaching staff and youth development professionals) depending on the programming offered.

Evaluation Requirements

Grantee Data Reporting Requirements

All grantees are required to participate in data collection and review and to disseminate local evaluation results in order to ensure high quality programs with tangible outcomes. The following data and evaluation requirements are conditions of the award:

- Develop specific, measurable, attainable, relevant, and time-bound (SMART) goals with measurable outcomes and a plan for how such outcomes will be measured, tracked and shared with stakeholders.
- Submit program and student data required for federal and State reporting using DPI's statewide evaluation system, known as Cayen AS21, on a regular basis.
- Certify program data that is reported by DPI to the federal Department of Education two times per year.
- Submit a Yearly Progress Report (YPR) to DPI each spring describing progress toward program goals and plan implementation.
- Participate in a self-assessment process using one of the self-assessment tools approved by the DPI at least once during the five-year grant cycle.

For more information on the required data to be collected and the process and schedule of required data reporting, visit the website maintained by DPI's statewide evaluation partner, the [Consortium of Applied Research \(CAR\) at the University of Wisconsin-Green Bay \(UWGB\)](#).

Fiscal Management Requirements

Fiscal Responsibilities

The fiscal agent is the entity that provides fiscal management, accounting, and reporting services on behalf of the organization receiving funding under a grant. The fiscal agent may not subcontract more than 95 percent of the award. The fiscal agent is responsible for ensuring that grant funds are administered according to the applicable federal grant financial management and administrative requirements of DPI's policies and guidance. This includes:

- Working with program staff to submit application materials, including assurances, project work plans, and budgets.
- Hiring or contracting for program staff.

- Issuing grant-funded subcontracts.
- Managing all purchasing.
- Submitting quarterly financial claims.
- Submitting required reports by September 30.
- Submitting adjustments, changes, or alterations to the grant project to DPI grant staff throughout the grant year. Significant changes to the grant project require pre-approval by DPI grant staff and are due by May 30.
- Maintain fiscal and program records in accordance with the applicable guidelines.

21st CCLC programs must comply with all the applicable requirements in the [Uniform Administrative Requirements](#), Cost Principles, and Audit Requirements for Federal Awards (2 CFR), the [Education Department General Administrative Regulations \(EDGAR\) requirements](#), state statutes, rules, policies and guidance, assurances and certifications as prescribed by the DPI.

Budgeting and Allowable Costs

If selected for funding, the fiscal agent will be required to submit a budget for the program using DPI's online grant management system, WISEgrants. If subcontracting with a single agency for 25 percent or more of the award, grantees will also be asked to provide a detailed budget of those expenses. Items included in the budget should align with the program activities described in the applicant's proposal narrative. All costs must be reasonable and necessary to carry out the objectives and plan as described in the application. In addition, all costs must be allowable under federal law. For a detailed description of the budgeting process and a list of common allowable and unallowable costs, please consult the [Program Income Guidelines for Wisconsin Nita M. Lowey 21st Century Community Learning Centers](#).

Local Match

There are no requirements for a match or in-kind contributions for this grant program; however, applicants are encouraged to seek in-kind and matching funds to contribute to the program's sustainability.

Application Detail and Instructions

General Instructions

Applications and all required additional documents must be submitted to the DPI via the [Wisconsin 21st Century Community Learning Center Grant Application Portal](#) no later than 4:00 p.m., January 28, 2022.

Upon accessing the application portal, the user will log in to their account or create an account (if a first-time user). Note that the user is the gatekeeper of the application and will be responsible for the submission. Unless the login information is shared, this person will be the only person able to access the application while in progress.

After establishing a user email and password, the user will be directed to a homepage to create a profile. This is information regarding the user only, not the applicant agency. The user must save the profile to move on to the next screen and begin the application.

To begin the application, the user will need to click on the icon “+ Get Started” on the homepage. Note that the user does have the ability to create and save multiple applications under one Profile. To begin another application, click on the icon “+ Add Another,” available on the homepage.

To print the application, the user must print each individual section. Click on the arrow next to the section’s title, then select “Form.”

To view, click "Open" while in submission status. Once the application is completed, click “View.”

To submit an application, the user must click the “Submit” key on the first page of that application. All sections must be marked as complete before the system will allow the user to submit the application. If a section is marked as “Action Required,” a required element in that section was not completed, and the section should be reviewed for completion. Note that all sections of the portal can be edited up to the point of submission. The “Submit” key must be clicked for the application to be considered complete. Only applications that have been officially submitted using the “Submit” key will be reviewed.

Upon submission, the user will receive a copy of their completed application via an email from DPI.

Applications must be submitted by 4:00 p.m. on January 28, 2022. At that time, the application portal will close, and applicants will no longer be able to access applications that are in progress. No late applications will be allowed.

Section By Section Instructions

Sections IV-VI of the application outlined below must be reviewed and digitally signed by the District or Agency Authorizer. The Authorizer is someone from the District or Agency who has been properly authorized to sign off on legal documents on behalf of the District or Agency named on the application. Note that the District or Agency Authorizer will be notified of all application submissions.

I. General Information

Identify the applicant agency (i.e., agency or organization that will serve as the fiscal agent for the grant), the primary school to be served by the grant (i.e., the school from which the majority of 21st CCLC students will come), and the contacts for the program. You may search for the applicant agency and the primary school to be served using the search boxes. If you are unable to find the applicant agency or primary school, or if the information listed is incorrect, check the box indicating that, and fillable text boxes will appear. Complete those text boxes with the required information.

II. Overview

This section is informational only. Grantees do not have to complete this section.

III. Abstract

Applicants should provide a summary statement about the proposed program. The summary should specifically identify the target population, address the key needs (at least two), and what the program hopes to accomplish. Responses are limited to 1500 characters.

IV. Assurances

The assurances cover requirements associated with the grant funds and should be carefully reviewed by the applicant prior to submission.

V. Certification Signature

This certification section is to be signed by the Agency Authorizer, ensuring that the applicant has not and will not use federal funds for the activities described in this section.

VI. Consortium Verification

This is only to be completed and uploaded if the applicant is applying as a consortium with more than one agency or entity (i.e., multiple school districts). The [Consortium Verification form](#) can be found on the [DPI 21st CCLC Competition website](#).

VII. Program Overview

The purpose of this section is to provide a snapshot of the schools and students that will be targeted for services by the 21st CCLC.

Q7.1 Applicants should indicate the grades that the proposed program will serve. This may not align with the grades served by the day school. For example, the program may choose to serve students enrolled in specific grade levels rather than the whole school, or it may serve an additional school that enrolls students in different grade levels, thereby extending the grades served by the program.

Q7.2-7.6 Applicants should indicate the following for the primary school to be served by the grant: schoolwide Title I eligibility status (i.e., 40 percent or more of students qualifying for free and reduced lunch [FRL]), the economically disadvantaged status rate (may be different than FRL rate for the 2021-22 school year), CSI or TSI designation (see the [Priorities section](#), above, for more information), and if the school has been identified by LEA as needing services (see the [Priorities section](#), above, for more information). This information is used to determine whether the applicant is proposing to serve an eligible school. Eligible schools must be eligible for schoolwide Title I services and meet at least one of the other eligibility categories (CSI or TSI designation or LEA-identified as in need of support).

Q7.7 Applicants should indicate the total student enrollment of the primary school targeted by the proposed grant program.

Q7.8-7.9 For the primary school, applicants should indicate whether the school has received 21st CCLC funds at any time in the past five years and the ADA for the 21st CCLC program serving that school during the program's most recent year of funding. Include both students from the primary school and any feeder schools in that number.

Q7.10-Q7.15 (Conditional - Q7.11-15 will only appear if the applicant indicates that the proposed 21st CCLC program will serve additional schools.) Applicants should indicate whether additional schools, also referred to as feeder schools, will be served by the grant and, if so, list the names of those schools.

Q7.16 (Conditional - Q7.16 will only appear if the applicant indicates that the proposed 21st CCLC program will serve additional schools.) Applicants proposing to serve additional, or feeder

schools, must indicate that at least 51 percent of students who will be enrolled in the proposed program will come from the primary school served by the grant. While feeder schools are allowed, the majority of students enrolled must come from the primary school targeted for grant services. Additionally, all students enrolled in the 21st CCLC program must be served in one location.

Q7.17 Applicants should indicate the tier of funding for which they are applying. The funding tier should be based on the ADA of the proposed program and on the amount of funding needed to serve those students. The ADA should include both students from the primary school and any additional schools to be served by the grant. If other funding sources are currently being used to provide out-of-school time programming at the primary school, 21st CCLC funds can only be used to supplement, not supplant, those funds. Applicants may choose to apply for a lower funding tier than the projected ADA allows. The lowest end of the ADA range for each funding tier represents the minimum number of students the program must serve daily. ADA is calculated as the average number of students present over the total number of days the program operates in a school year.

Q7.18 Applicants must provide a narrative description justifying the projected ADA of the 21st CCLC program. This justification should make it clear why the proposed ADA is reasonable given the enrollment size of the school(s) to be served. If the program serves additional schools, applicants should indicate the projected number of students from those schools who will participate in the program daily.

Q7.19 (Conditional - This question will only appear if the applicant indicates above that the primary school has previously received 21st CCLC funds.) Previously funded applicants must explain any difference between the projected ADA and the ADA from the program's final year of funding.

VIII. Plan (Demonstration of Need)

The purpose of this section is to establish the need for the proposed 21st CCLC program and explain how it will align with existing initiatives.

In accordance with the ESEA §. 4205(b)(1)(A), program activities must be based on an assessment of objective data regarding the need for before- and after-school, or summer recess programs and activities in the schools and communities to be served. Before writing the grant proposal, applicants should engage in an organized and systematic process for analyzing relevant data, or a needs assessment, to identify service gaps, coordination between existing programs and services, and additional background data and related information about the students, families, and community that justifies the selection of this project. When completing the needs assessment, note the three goals of the 21st CCLC grant described above and the need for a program designed to align with those goals. Information provided in the "Plan" section should reflect the results of the evaluation of relevant data or needs assessment.

Data referenced should: be from the most recent year available; be cited; and reflect the primary school to be served.

One possible source of data for public schools and public charter schools is the [DPI WISEdash portal](#). In their responses to the following questions, applicants may choose to reference the data reported in WISEdash for the primary school to be served by the proposed project, including FRL

eligibility percentage, attendance rates, and state-mandated test results. (For assistance using the WISEdash system, see the help resources posted on the [WISEdash public portal](#).)

Given the disruptions to schooling caused by the COVID-19 pandemic, student-level data typically reported in WISEdash may not be available or may be incomplete. In that case, applicants may choose to reference the most recent data available and use other data sources that establish student need, academic or otherwise.

Private schools should get student data directly from their school administrator, as it is not available on WISEdash. If certain data is not available (e.g., state assessments), private school applicants should use other data sources to make the case regarding student needs, including, but not limited to, academic needs.

Q8.1 A description of the results of the needs assessment should be provided. The information should be comprehensive, providing a clear picture of the need for the services proposed. Possible data sources include student academic and behavioral data collected by the day school, the results of student or family surveys or focus groups, and information about the community where the school is located. Applicants must address system needs, such as the objective need for before- and after-school programs. Additionally, applicants must include at least one source that addresses the academic needs of students, one source that addresses student needs related to youth development or other skills necessary for overall success, and one source that addresses the needs of the adult family members of student participants. Applicants are encouraged to examine data sources that aid in identifying the students who will be targeted for services, ensuring that the students with the greatest need for services have access to the program. Applicants should cite the sources used to collect data (i.e., surveys, Wisconsin Department of Workforce Development, DPI WISEdash, etc.).

Q8.2 Applicants should describe the root causes of the needs identified in Q8.1. The root cause of an issue is the reason it exists. The response should focus on the root causes that can and will be addressed by the proposed project, such as opportunity gaps and resource inequities that impact the targeted population. Specific root causes for the previously identified needs should be articulated. The root cause analysis should include at least one area of strength on which the 21st CCLC program might build.

Q8.3 Applicants should describe how the proposed project will complement and expand on existing initiatives. Applicants must include an explanation of how program services will be aligned with challenging state and local standards and the day school instructional program. Applicants may include an explanation of how the program will address other initiatives or priorities.

IX. Do (Action Plan)

The purpose of this section is to detail an Action Plan for the proposed 21st CCLC that addresses one or more of the root causes identified for this grant project (also known as the student outcome priority and adult practice statements in the Data Inquiry Journal [DIJ]) in Q8.2. For an example of a completed Action Plan that includes a sample SMART goal, action step, and frequency, see [Appendix B](#).

The Action Plan is divided into the four State Goals, and each State Goal has respective Priority Areas, Action Steps, and Frequency. Applicants must identify one and no more than two priority

areas for each State goal. The selected priority areas should align with the [needs outlined in the previous section of the application](#). To best understand the DPI's vision for each of the State Goals and priority areas, it is recommended you review the [Overview of State Goals and Objective Areas document](#).

Applicants must develop one, and no more than two, SMART goals for each identified priority area that clearly outline the impact the program hopes to have on participants. The SMART goals should include the performance indicators and performance measures that will be used to evaluate the impact of programs and activities. Goals should align with the needs of students and families identified above and the regular academic program of the day school. For more information on SMART goals, including examples, see the SMART Goals Examples and Guide ([Appendix C](#)).

Applicants must include one, and no more than four, Action Steps for each SMART goal. Action steps should demonstrate how the proposed program will address the needs (including the needs of working families) listed above for each priority area. Action Steps should include specific activities, services, etc., offered to youth and their adult family members. Provide as much detail as necessary so that someone unfamiliar with the program would understand the activities, services, etc.

For each Action Step, applicants must indicate the frequency with which the action will occur (i.e., daily, weekly, monthly, etc.).

State Goal 1 (Q9.1-9.27)

When considering State Goal 1, all programs will provide a stable, safe, and supportive environment to meet the needs of the target population, applicants should include action steps that exemplify the types of activities and services that contribute to such a program environment. These activities and strategies may address youth voice and choice, support diversity and difference, establish genuine and caring adult-youth relationships, and more. Each of the action steps should align with the needs and interests of the targeted youth and the associated priority area(s). See the [Program Services for Participants section](#) of this document above for a list of allowable grant activities.

State Goal 2 (Q9.28-9.44)

When considering State Goal 2 (Academic Enrichment), programs will challenge youth to develop as learners, applicants should include action steps that exemplify the types of academically focused activities and services that will be offered to students in the program. Each of the action steps should clearly align with the needs and interests of the targeted youth and the associated priority area(s). See the [Program Services for Participants section](#) above for a list of allowable grant activities.

Note that 21st CCLC programs are required to provide academic enrichment programming that goes beyond remedial education, tutoring services, or homework help to all participants regularly. At least one of the action steps for State Goal 2 should address the academic enrichment requirement. Academic enrichment is programming that primarily aims to help students improve academically by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Academic activities are standards-based,

developmentally appropriate, intentional, and build skills in a sequential way. At the same time, academic programming is distinctly and intentionally different from that of the school day and often engages youth in active learning, and provides opportunities to apply learning to real-world problems. This could include project-based learning (PBL) and service learning experiences meaningful to youth. Ideally, such learning would not be limited to computer-based educational software or a one-dimensional approach.

State Goal 3 (Q9.45-9.71)

When considering State Goal 3 (Youth Development and Other Skills Necessary for Overall Success), programs will support the development of other skills necessary for success, applicants should include action steps that exemplify at least two other youth-related activities and services (beyond academic enrichment) that will be offered to youth. These activities and services may address a broad array of focus areas, including—but not limited to—youth development, social and emotional learning (SEL), recreation, and health or physical fitness. Each of the action steps should clearly align with the needs and interests of the targeted youth and the associated priority area(s). See the [Program Services for Participants section](#) of this document above for a list of allowable grant activities.

State Goal 4 (Q9.72-9.93)

When considering State Goal 4 (Family Engagement), programs will engage families and the broader community in support of student learning, applicants should include action steps that exemplify the types of activities and services that will be offered to the adult family members of 21st CCLC participants. Note that family engagement activities should provide adult family members of 21st CCLC participants with opportunities to be actively and meaningfully engaged in their children's education and, if applicable, opportunities to further develop their own literacy skills and levels of education. Grantees should strive to include an educational component at family events—either related to the family members' own educational needs or those of their youth. Each of the action steps should clearly align with the needs and interests of the adult family members of 21st CCLC participants and the associated priority area(s). See the [Program Services for Participants section](#) of this document above for a list of allowable grant activities.

The DPI requires a minimum of one family activity to be offered per school year. However, the DPI strongly recommends that 21st CCLC programs hold at least four family events per school year and more if possible. Applicants may choose to partner with other school programs or initiatives (e.g., Title I) when designing and implementing family programming. However, 21st CCLC funds should only be spent to support the participation of the family members of 21st CCLC participants in the events offered.

X. Best Practices

The purpose of this section is to persuade the reviewer that the applicant has developed a program model based on evidence-based practices that will meet the need(s) of the targeted population.

Q10.1 21st CCLC applicants are required to demonstrate they will use best practices, including research or evidence-based practices, to provide activities that will contribute to the academic achievement, postsecondary and workforce preparation, and positive youth development of participating students. Applicants should explain how the proposed program will use best practices, describe specific practices the program will employ, and explain how the best practices

are appropriate for an after-school setting. Examples of evidence or research-based practices for after-school programs are included in [Appendix D](#) of this guidelines document.

XI. Program Operating Schedule

The purpose of this section is to demonstrate that the proposed 21st CCLC will meet programming requirements while addressing the needs of the students, families, and communities it serves.

Q11.1-11.2 Applicants should indicate the number of weeks per year and the total number of days per school year the program will operate. Note that 21st CCLC programs are required to offer programming to students for a minimum of 115 days per school year. Summer programming and days set aside for staff training or planning do not count toward this total.

Q11.3-11.8 Applicants should indicate the number of hours each day the program will operate after school. The total hours per week will be auto-calculated. Use decimals to indicate quarter and half-hour increments (e.g., 2.5 hours, or .75 hours). Note that 21st CCLC programs are required to operate for a minimum of 10 hours per week.

Q11.9 Applicants should indicate whether before-school programming will be offered using 21st CCLC funds.

Q11.10-11.16 (Conditional - Applicants will only see these questions if they indicate that before-school programming will be offered.) Applicants should indicate the number of hours each day the program will operate before school. The total hours per week will be auto-calculated, including the after-school hours listed above. Use decimals to indicate quarter and half-hour increments (e.g., 2.5 hours, or .75 hours). Before-school program hours may be counted toward the 10 hours per week programming requirement for 21st CCLC programs. However, a before-school program must offer at least 45 minutes of programming per session (i.e., program day) and must meet the other before-school programming requirements outlined in [Appendix E](#).

Q11.17 Applicants should indicate whether weekend programming will be offered if and only if programming occurs regularly. In order to be considered a regular part of programming, weekend hours must be offered as a part of the regular weekly schedule (i.e., every week).

Q11.18-11.20 (Conditional - Applicants will only see these questions if they indicate that regular weekend programming will be offered.) Applicants should indicate the number of hours the program will operate each weekend day. Use decimals to indicate quarter and half-hour increments (e.g., 2.5 hours, or .75 hours). Note that 21st CCLC programs are required to operate for a minimum of 10 hours per week. Programs are allowed to offer programming on weekends, but weekend hours cannot be counted toward the 10 hours per week minimum unless the hours are offered regularly (i.e., on a weekly basis).

Q11.21 The total hours per week will be auto-calculated, including after- and before-school hours and regular weekend hours listed earlier. Applicants should ensure that the total number of weekly hours is equal to or more than ten.

Q11.22 Applicants should also indicate whether summer programming will be offered using 21st CCLC funds.

Q11.23-11.24 (Conditional - Applicants will only see these questions if they indicate the proposed 21st CCLC will offer summer programming.) Applicants should indicate the number of weeks and the total hours of operation for summer program services. Note that 21st CCLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to fund summer programming. If the school district is currently offering summer programming using local funds, 21st CCLC funds cannot be used to replace that money. However, 21st CCLC funds may be used, for example, to provide additional summer programming that complements current offerings.

XII. Staffing

The purpose of this section is to provide an overview of how the proposed 21st CCLC program will be staffed, including the staffing model and use of volunteers.

Q12.1 Note that all 21st CCLC programs are required to employ a dedicated program coordinator for a minimum of 20 hours per week if overseeing one site and 40 hours per week if overseeing multiple sites. Applicants should describe the model that will be used to staff the proposed program. The description should include a list of all staff positions, including the required program coordinator and the responsibilities and qualifications associated with each of those staff positions. The staffing model described should clearly support the implementation of program activities as proposed in the [Plan](#) and [Do \(Action Plan\)](#) sections.

Q12.2 Applicants should indicate whether the proposed program will make use of volunteers.

Q12.3 (Conditional - Applicants will only see this question if they indicate that the proposed 21st CCLC will recruit and use volunteers.) Applicants should describe how the program will recruit and use appropriately qualified individuals to serve as volunteers. Note that all volunteers should be properly vetted before being allowed to work with youth, and program administrators should have a clear plan for effectively using volunteers to support program activities.

XIII. Study/Check (Evaluation)

The purpose of this section is to describe the process that will be employed to evaluate progress toward program goals (i.e., the SMART goals established in the [Do \(Action Plan\) Section](#) [Section IX. of the grant proposal]) and to make changes intended to strengthen the program.

Grantees are required to participate in DPI's statewide evaluation system for Wisconsin 21st CCLC programs, including entering student participation data on a regular basis. Grant-funded programs will be required to use the assessment tools and data sources mandated by the State. In addition to the required state-level tools and data sources, 21st CCLCs may opt to use local assessment tools and data sources. Grantees may also be required to submit a data-sharing agreement (DSA) to DPI that allows DPI and its evaluation partner, UWGB, to access the student-level data needed to comply with federal reporting requirements for the grant.

Q13.1 In order to comply with federal and state reporting requirements for the 21st CCLC grant, programs must have access to student-level data (e.g., grades and test scores). Applicants should

describe their plan for ensuring that the LEA is aware of the grant's reporting requirements and is willing to share student data needed to meet those requirements. This plan should include a description of how the data sharing requirements will be communicated to the LEA, the program personnel responsible for communicating those requirements, and the LEA personnel who will be responsible for ensuring the data is provided.

Q13.2-13.3 (Conditional: Only applicants responding "No" to Q13.2 will see Q13.3.) Non-public, charter, or private school applicants must upload a signed Memorandum of Understanding (MOU) establishing an agreement between the applicant and the school to be served, indicating that student records needed to meet the requirements of the program will be shared with the applicant. For a sample template of such an MOU, please see [Appendix F](#).

Q13.4 Applicants should describe how the program plans to collect and analyze the data needed to measure progress toward program goals. The description should provide reviewers with a clear understanding of the data collection and analysis process the program will have in place, including the frequency with which data will be collected and analyzed and the stakeholders who will be involved in collecting and analyzing the data.

Q13.5 Applicants should describe how data will be used to refine, improve, and strengthen the program, and to refine the program's performance measures (SMART goals). The response should describe the specific ways evaluation results will be used to inform programmatic changes and to adjust the program's SMART goals.

Q13.6 Applicants should describe how the results of the program's evaluation efforts will be shared with the general public and how the availability of those results will be communicated. It is not sufficient to share evaluation results with the school community (i.e., teachers and families). Rather, the larger community must be made aware of the availability of the program's evaluation results. Common ways of achieving this goal include posting results on the organization's website or regularly presenting the findings at a board meeting. The evaluation results shared should include the program's SMART goals and the progress that has been made toward achieving those goals.

XIV. Act (Coordination and Sustainability)

The purpose of this section of the application is to document how the 21st CCLC will make good use of funds and will continue to provide similar services if or when 21st CCLC funds are no longer available.

Q14.1 Applicants should describe how the program will coordinate with other local, state, and federal funding sources in order to ensure efficient use of grant funds. Applicants should identify and detail supplemental funding resources that will be used to support the grant and should indicate whether or not the resource is in-kind or financial. Applicants may also provide specific examples of how grant funds will be used in relation to existing federal, state, or local programs. Some examples of coordinating funding sources include, but are not limited to, Title I funds, the National Afterschool Snack program, and Fund 80. In no case may 21st CCLC funds be used to supplant other federal activities.

Q14.2 Applicants should outline the efforts that will be taken to provide for the sustainability of the program and to ensure that the program will continue once grant funds end. Applicants should describe the strategies that will be employed to identify and pursue potential sources of support, including a timeline of the efforts that will be taken. Note that there are no requirements for a match or in-kind contributions for this grant program; however, applicants are encouraged to seek in-kind and matching funds to contribute to the sustainability of the program.

Q14.3 21st CCLC grant funds can be used to supplement, but not supplant, any existing funding sources that support before-, after-school, or summer programming. Applicants should describe any current funding sources being used to operate before, after school, or summer programs at the school to be served. If other funding sources are being used to support programming similar to that offered by 21st CCLC programs, applicants must explain how 21st CCLC funds will be used to expand the scope of the existing program offerings. For more information about the supplement not supplant requirement, see [The Allowable Costs Associated with the Nita M. Lowey 21st CCLC Grant document](#). If no other funding sources are currently being used to support out-of-school time services, applicants should indicate that the question is not applicable (N/A).

XV. Readiness

The purpose of this section is to provide a description of the collaboration that will take place between schools, parents and guardians, youth, community-based organizations, and other public and private entities in the development, design, implementation, and evaluation of the 21st CCLC program to make maximum use of public resources.

Stakeholders

Q15.1 Applicants should list the identified stakeholders for the proposed 21st CCLC program. The list must include an LEA (school district) and at least one community-based organization or other public or private entity (e.g., university extension office, public library, local church, local business, local youth-serving organization, tribal organization, etc.). Other possible stakeholders include but are not limited to students, parents and guardians, day school staff members, and community members.

The DPI has collected [a list of potential external organizations with which 21st CCLC programs may wish to partner](#). The list is available on the DPI 21st CCLC website and is intended to serve as a resource for 21st CCLC programs looking for potential partners in their region. The document is not an exhaustive list, nor does it represent an endorsement or certification of quality from the DPI.

Q15.2 Applicants should explain how each of the partners listed in Q15.1, including the LEA, will assist in the facilitation of the program's goals and activities. Some examples of stakeholder contributions include, but are not limited to, providing input regarding program activities and operating schedule, leading programming for students or families, providing financial support, including in-kind donations, serving on a general advisory board, and providing resources and space for program activities.

Q15.3 Applicants should describe the methods that have been used to gather input from stakeholders and establish partnerships that will support the proposed 21st CCLC program. Some examples of stakeholder engagement include, but are not limited to, holding focus groups,

administering surveys, soliciting stakeholder feedback on the grant proposal, securing commitments for financial or in-kind support, and establishing partnerships that support student or family programming.

Q15.4 Applicants should describe how the program if funded, will continue to engage stakeholders in support of continuous improvement efforts. Applicants should consider how they will recruit and engage diverse stakeholders as their program evolves in an effort to continuously improve their program and address the needs of the students and families they serve. For example, applicants might describe how they will continuously solicit diverse viewpoints when examining the needs of their participants and identifying strategies for assisting those needs (e.g., focus groups, surveys, advisory board, etc.). Applicants might also describe how stakeholders will be involved in the process of collecting data and using it to refine, improve, and strengthen the program, and to refine the program's performance measures.

Q15.5 Applicants applying as a consortium must describe their plan for ensuring regular communication between consortium members. This plan should include examples of the communication strategies that will be employed (e.g., emails, phone calls, face-to-face meetings, etc.) and the frequency with which communication will happen. If not applicable, you may leave this question blank or write "not applicable".

Q15.6 Applicants must upload a detailed letter demonstrating support of the program from the principal of the primary school to be served. Use the DPI-developed principal letter template, which can be found in [Appendix G](#) of this document. The principal letter is intended to demonstrate how the targeted school will support, promote, and integrate the program into the school community.

Communication Structure and Protocols

Q15.7 Applicants must describe the structures and procedures that will be in place to ensure ongoing, general communication between the program and internal and external stakeholders. For example, applicants might describe the strategies that will be in place to facilitate communication between the 21st CCLC program and day school administration and staff, including ways of informing school staff about the program and soliciting information from staff about the needs of students. Applicants might also describe the efforts the 21st CCLC will undertake to solicit input from and provide information to families and students. The description should include the specific communication strategies the program will use and the frequency with which communication will take place (e.g., format for gathering information from classroom teachers related to student needs; structure for maintaining regular communication with day school administration; strategies for communicating with day school staff, program partners, and families about program activities; etc.).

Q15.8 The community must be made aware of the services provided by the 21st CCLC program. Applicants should describe how information about the center will be disseminated to the community beyond the school. Applicants are encouraged to consider various methods to demonstrate that they have made every effort to make the information easily accessible and understandable, including translating materials, if applicable.

XVI. Accessibility

The purpose of this section is to address how the applicant will ensure the program is safe and accessible for potential program participants.

Q16.1 If the program is to be located in a facility other than an elementary school or secondary school, applicants must ensure that the program will be at least as available and as accessible (i.e., Americans with Disabilities Act compliance, transportation, adequacy of space, etc.) to the students to be served as if the program were located in their school. If proposing to operate in a location other than the primary schools served, applicants should consider how eligible participants will be safely transported to the program and ensure that the physical location and spaces used for program activities are suitable for the services proposed in the application. Applicants should also ensure that the location will not be a barrier to participation for students.

Q16.2 Transportation between school, center, and home cannot be a barrier for any student who wishes to attend the 21st CCLC. Applicants must describe how they will meet the potential transportation needs for participants, ensuring that transportation to and from the program will not interfere with their ability to participate. Consideration should be given to transportation that is safe and appropriate for the student's ages and needs. Relying solely on students to be picked up by their adult guardian or walking home independently is not acceptable and will create a barrier to participation. Applicants may want to consider contracting with local transportation companies (bus and taxi), leasing a van to serve the program, walking school bus models, and passes for public transportation when developing the transportation plan.

Q16.3-16.4 (Conditional: Only applicants responding “Yes” to Q16.3 will see Q16.4.) If the applicant is a non-private local education agency (i.e., a public school district or public charter school), they are required to submit a [Private School Affirmation](#) with the application. Information about this process and document can be found on the [DPI 21st CCLC Grant Competition Information webpage](#).

Budget

Applicants are not asked to submit a budget as part of the application. If awarded the grant, applicants will be required to submit an approved budget via the DPI WISEgrants system. All applicants should review and consider the [Allowable Costs for 21st CCLC Grant document](#) when developing the program proposal. If applicants intend to subcontract with an entity(s) for 25 percent or more of the award, they will be required to submit a detailed budget demonstrating how the subcontractor(s) will budget the federal funds.

Application Submission

As a reminder, all applications must be completed and submitted by January 28, 2022, at 4:00 p.m. At that time, the portal will close, and applicants will no longer be able to access the system. **To officially submit the application, applicants MUST hit the “Submit” key on the first page of the application.** If you do not hit “Submit”, your application will not be considered for funding. The system will only allow you to click “Submit” if all of the sections are complete. If the system will not allow you to submit your application, review each section to ensure that all required components have been completed.

Application Review Process

Description of Peer Review Process

Grant applications will be randomly assigned to a team of three reviewers. Each reviewer will score the grant application using the rubric viewable on the [21st CCLC website](#). The three reviewer's scores are then averaged, and each applicant will receive a final score. Applications are ranked based upon the final scores. External reviewers do not make recommendations on award amounts. All applications must be complete to be reviewed.

Description of Internal Review Process

Once all grant applications are scored and ranked, they will be reviewed by an internal team at DPI. The team will review the ranked list of applications and their funding requests. The internal team will determine how many grants can be funded based upon the amount of federal funds (funding threshold). The ranked applications above the funding threshold will be reviewed by the team to verify the following:

- The applicant is eligible to receive 21st CCLC funds (see eligibility criteria above).
- All required signatures are present.
- The proposed ADA to be served is reasonable.
- If the applicant is a non-public school district, charter school, or private school, an MOU has been provided.
- All proposed grant activities are allowable.
- A signed Principal Letter of Support has been provided.
- If the applicant is a non-private local education agency (i.e., a public school district or public charter school), the Private School Affirmation has been provided.
- To the extent possible, subgrant funds are distributed equitably among geographic areas within the State.

The highest scoring applicants above the funding threshold that also meet the grant's internal review grant requirements will be awarded the grant. Note that grantees may be offered less funding than they requested if the proposed ADA exceeds what is determined to be a reasonable estimate (approximately 20 percent of the primary school's student enrollment).

Description of the Rating Scale

Grant reviewers will score each application using the grant rubric. All sections will be scored using a 0-5 point rubric scale. In addition to the scores received for each section of the applications, reviewers will be asked to provide written feedback. Visit the [21st CCLC website](#) to learn more about the rubric.

Rejection of Proposal

Proposals submitted will be rejected and not scored if they are incomplete. All sections of the application must be completed. Please check to make sure that your application is not missing any information before submitting it. This is a competitive grant. DPI will not follow up with applicants when there are missing parts of the application.

Notification of Award Status

Applicants will be notified via email of their application award status. Should an applicant be awarded funding, 21st CCLC grant monies will be available July 1, 2022. As a reminder, no pre-award costs may be claimed (e.g., grant writer expenses).

Appeal Process

Applicants have the right to appeal the decision to decline an award in a competition. Interested applicants must follow the steps described below to submit an appeal for review by DPI.

1. Applicability. This policy applies to all appeals relating to 21st CCLC grant decisions by the Department of Public Instruction (DPI).
2. Receipt and filing of appeals. In order to be considered, an appeal shall meet the requirements of Wis. Admin. Code § PI 1.03 and be filed within 30 days of the date of the DPI's decision.
3. Review and decision. The DPI shall review an appeal using the procedures specified under Wis. Admin. Code § PI 1.04. If an appeal meets all of the requirements of this policy, the DPI shall issue a decision under Wis. Admin. Code § PI 1.08.

Application Definitions and Terms

Academic Enrichment: Academic enrichment is programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day.

Additional School: An additional school, also referred to as a feeder school, is a school other than the primary school served by the grant whose students attend the 21st CCLC program.

Administering Agency: Applies only to applicants applying as a consortium. The administering agency is the LEA that will serve as the fiscal agent for the grant and will thereby incur and record all expenditures of funds available per applicable program provisions, rules, and regulations.

Agency Authorizer: An Agency Authorizer is an individual who has been authorized by the agency's board of control (such as a school board) to enter into legal agreements on behalf of the agency.

Applicant Agency: Agency or organization that is applying for grant funds and that will serve as the fiscal agent for the grant.

Average Daily Attendance (ADA): Average Daily Attendance, or ADA, refers to the average number of students a program serves on a daily basis. ADA is calculated by adding the total number of students who attended the program each day and dividing it by the total number of days the program was open for services.

Evidence-Based Practices: § 8101(21)(A) of the ESEA defines an evidence-based intervention (i.e., an activity or strategy) as being supported by one of four levels of evidence: strong evidence, moderate evidence, promising evidence, or demonstration of a rationale. The use of programs, practices, and procedures with the best available evidence should be balanced with the school's and district's population and values. Out-of-school time (OST) programs funded by the 21st CCLC grant are required to use "best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students" [20 USC. §. 4204(b)(G)].

Community Learning Center (CLC): A community learning center (CLC) is an out-of-school time program funded by the 21st CCLC grant whose primary purpose is to provide students attending schools identified as needing support with opportunities to participate in academic enrichment activities and other activities that contribute to the development of skills necessary for their success. Centers also provide services to the adult family members of participants. Centers can be located in a PK-12 school or another facility that is equally accessible to students and provide students with a safe place to be during non-school hours and when school is not in session.

Consortium: Two or more local educational agencies, community-based organizations, Indian tribes or tribal organizations, or other public/private entities that are applying for grant funds as a group.

Continuous Improvement: Continuous improvement is an ongoing cycle using plan, do, study/check, and act to understand and replicate successes and plan for and address areas of concern

Data Inquiry Journal (DIJ): The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. For more information on the DIJ, visit [DPI's Resources and Supports for Continuous Improvement](#) or the [DIJ at a glance document](#).

Educational Equity: Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background, or family income.

Fiscal Agent: Agency or organization that is the recipient of the 21st CCLC grant award and is responsible for administering the grant funds. The fiscal agent must retain at least 5 percent of the grant award in order to provide oversight of grant-funded activities. All official communication from DPI will be directed to the fiscal agent.

Local Education Agency (LEA): A local education agency, or LEA, is defined in the Elementary and Secondary Education Act (ESEA) as “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.”

LEA-Identified School in Need of Support: One of the eligibility categories for the 21st CCLC grant. DPI has not established criteria for this identification and does not maintain a list of such schools. Individual LEA's must set criteria for determining whether or not a particular school is in need of support and could benefit from 21st CCLC grant funds.

Opportunity Gap: The term “opportunity gap” is used in this application to refer to the fact that students from groups or communities that have traditionally been marginalized may have less access than other students to opportunities to participate regularly in enrichment activities that may positively contribute to their academic success, social and emotional competency, and overall growth toward college, career, and community readiness.

Practice Priority Statement: A term used in the DIJ to refer to a statement that explains what the applicant hopes to accomplish (based on needs assessment). This may include adult practices or system changes. It is possible for an applicant to identify more than one student outcome priority statement. Practice priority statements use a format such as “we believe we can improve....if we....”.

Primary School: The primary school is the school that is primarily targeted for services by the 21st CCLC grant. It may be an elementary or secondary school, and it may be a public, independent charter, or private school. At least 51 percent of the students enrolled in the CLC program must attend the primary school served by the grant.

Primary 21st CCLC Contact: The primary 21st CCLC contact is the person who will serve as the primary point of contact for the 21st CCLC application and grant. The primary will be copied on all official communication from DPI regarding the grant application and will be the person who is contacted if there are any questions about the grant application. As such, this person should have knowledge of the grant application.

Resource Inequities: Resource inequities refer to the inequitable distribution of resources to support all students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements.

Examine resource distribution as it applies to the grant project in the following key areas:

- Access to high-quality and appropriately licensed educators.
- Access to a full range of courses.
- High-quality instructional materials.
- Distribution of funding.
- Family engagement.

Root Cause(s): The reason(s) a problem exists.

Root Cause Analysis: A method of problem-solving designed to uncover the deepest root and most basic reasons for identified concerns.

SMART Goals: SMART goals are goals that are specific, measurable, appropriate, realistic, and time-specific. SMART goals describe exactly how you expect your target audience to look after participating in your program. Key elements of a goal can best be identified by answering the following question: ***“Who will do how much of what by when as evidenced by what?”*** For more information about SMART goals, including examples, see [Appendix C](#) of this document.

Student Outcome Priority Statement: A term used in the DIJ to refer to a statement that identifies the need(s) of the target population for this grant project. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups; qualitative data, educator practice data, formative assessment data, etc.) used to determine need.

Supplant: Supplementing with the 21st CCLC grant means that 21st CCLC monies are used to provide new services or to expand or enhance services that were already being provided using other funds. Supplanting with the 21st CCLC grant means that 21st CCLC monies are used to replace other funding sources used to provide services and is not allowed.

Youth Development: The National Alliance for Secondary Education and Transition (NASSET) defines youth development as “a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential.” Additionally, according to NASSET, “youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies.” Providing activities that support positive youth development is one of the primary purposes of the 21st CCLC grant.

Appendices

Appendix A: Allowable Activities

- Mentoring programs: Activity that engages the student with a role model.
- Remedial education activities: Activity that provides direct support in completing homework assigned during the school day.
- Tutoring services: Activity that provides direct support for the core academic subjects either one-on-one or in small groups.
- Service learning programs: Activity that engages the students in an activity that benefits the community outside the center.
- Activities that enable students to be eligible for credit recovery: Activity that helps students earn the credits they need for a high school degree.
- Literacy education programs: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.
- Mathematics education programs: Program that enables students to analyze, reason, and communicate ideas effectively as they pose, formulate, interpret, and solve mathematical problems in a variety of situations to ensure success in a world beyond the classroom.
- Arts and music programs: Activity that engages students in the creation of art and music and develops the appreciation of art and music.
- Counseling programs: Activity that provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals as necessary.
- Financial literacy programs: Programming that includes the areas of "financial mindset," joining education and employment, money management, saving and investing, credit and debt, or risk management and insurance.
- Environmental literacy programs: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future.
- Nutritional education programs: Program that educates and promotes healthy eating behaviors and lifestyles.
- Regular, structured physical activity programs: Activity that engages students in physical activity and develops the appreciation of health and nutrition.
- Services for individuals with disabilities: Service necessary for the grantee to remain in compliance with § 504 of the Rehabilitation Act of 1973 [29 U.S.C.794].
- Programs for English Language Learners (ELLs): Activity that provides direct support to students classified as English language learners.
- Cultural programs: Program or practice that accounts for and adapts to the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.
- Telecommunications and technology education programs: A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.
- Expanded library service hours: Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day with locally appropriate staffing, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.

- Parenting skills programs that promote parental (legal guardian) involvement and family literacy: A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's literacy development at home, at school, and in the community.
- Programs that provide assistance to students who have been truant, suspended, or expelled: Activity that promotes school attendance.
- Drug and violence prevention programs and counseling programs: Activity that provides information about alcohol or other drug use prevention. Activity that promotes peaceful conflict resolution.
- Programs that build skills in science, technology, engineering, and mathematics (STEM): Activity that contributes to the development of STEM skills.
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act: Activity that prepares students to enroll and succeed in a credit-bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement. Activity that contributes to the understanding of small business practices and business ownership.

Appendix B: Sample Do (Action Plan)

STATE GOAL 2 (Academic Enrichment): Programs will challenge youth to develop as learners.

Priority 2.2: Improvements in school engagement, school performance, and academic habits.

SMART Goal(s) to Address the State Goal 2 Priority (identified above) (Maximum of two per Priority): <i>SMART Goal 1: 60 percent of students attending the program 30 days or more in grades 3-5 will meet or exceed their literacy growth target from fall 2022 to spring 2023 on the district literacy assessment.</i>	
Action Step(s) (proposed program activities, services, etc.) Maximum of four per SMART goal.	Frequency (daily, weekly, monthly, etc.)
Read Alouds: Students and staff nominate books for consideration; students vote on read-aloud text; students and adults read aloud; adults model think-aloud; staff may offer related extension activities in other 21st CCLC clubs depending on interests; etc.	Daily (10-15 minutes during check-in and snack)
Slam Poetry Club: Students collaboratively write, workshop, perform, and enjoy diverse poetry.	Weekly Choice Activity (1 hour)
Expanded library service hours: Students access school library print and digital materials. Staff provides mini-lessons as needed on library services and tools, inquiry, etc.	Weekly (30 minutes)
One-on-one targeted reading support: Individualized tutoring and learning opportunities based on student needs as communicated by the day school.	Weekly (30 minutes)

Appendix C: SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals upfront can make your work easier in the long run and lead to more positive results in your program. Goals should be based on identified needs.

Characteristics of a Well Written Goal: SMART

S=Specific. Objectives should be specific and use only one action verb. Objectives with more than one verb are difficult to measure. Also, avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) because they are too hard to measure. Instead, use verbs that allow you to document action (e.g., “At the end of the session, the students will list three concerns...”) **Remember, the greater the specificity, the greater the measurability.**

M=Measurable. It is impossible to determine whether or not you met your objectives unless you can measure them. A benchmark from which to measure change can help. For example, if you found in your evaluation that 70 percent of high school students believe that their age protects them from alcoholism, you might write an objective that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have an objective with a benchmark from which to measure change and one which is specific enough to be evaluated quantitatively.

A=Appropriate. Your objective must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, objectives should originate from the needs of your target audience and not from a preconceived agenda of program planners. Conducting a solid needs assessment (e.g., holding in-depth interviews with members of the target population) helps to ensure that your objectives will be appropriate. For example, an objective focusing on risk factors for an elementary school population may be inappropriate for a high school population.

R= Realistic. Objectives must be realistic. Countless factors influence human behavior. If program planners set their sights too high on achieving changes in knowledge, attitudes, skills, or behavior change, they will likely fall short of reaching their objectives. While a program may have been very successful, it may not appear that way on the surface because the objectives were too ambitious. The following is an unrealistic ATODA objective:

- *100 percent of high school students participating in the N-O-T smoking cessation program will be smoke-free one year after completing the program as measured by a follow-up survey.* A more realistic objective might be *50 percent of high school students.*

T=Time specific. It is important to provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in your objectives can help in both the planning and the evaluation of a program.

Elements of a SMART Goal

SMART goals describe exactly how you expect your target audience to look after participating in your program. SMART goals can measure a variety of factors, including knowledge, skills,

attitudes, behaviors, and protective factors. Always refer to changes you want to see in your data (rates, amounts, etc.).

Key elements of a goal can best be identified by answering the following question: ***“Who will do how much of what by when as evidenced by what?”***

Who is your target population? How much change do you hope to see? What is your intended outcome? By when will your objective be met or measured? What will be used to measure your outcome?

Examples:

Knowledge/Skills –By June 2021 (BY WHEN), 80 percent (MEASURE POINT) of high school students completing the Project Northland curriculum will increase their knowledge of the risks associated with alcohol consumption (WHAT) by 30 percent (MEASURE POINT) as measured by pre-and post-tests (BY WHAT).

Assets/Protective Factors – By May 2021 (BY WHEN), as a result of implementing a teacher mentoring program, the number of middle school youth (WHO) who report feeling they have an adult at school they can talk to (WHAT) will increase by 10 percent (HOW MUCH) as measured by OYRBS (BY WHAT).

Appendix D: Best Practices for Out-of-School Time Programs

Out-of-school time (OST) programs funded by the 21st CCLC grant are required to use “best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students” [20 USC. §. 4204(b)(G)]. Although there are many evidence or research-based practices used during the school day that are also appropriate for use in after school settings, it is recommended that 21st CCLC programs employ practices that are considered to be particularly effective in OST settings.

The general consensus in the OST field is that high quality OST programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including activities that are student-centered, collaborative, hands-on, active and experiential-quality OST programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including student-centered, collaborative, hands-on, active, and experiential activities. Activities should be intentional and build skills in a sequential way. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership genuine choice and leadership opportunities.

Below is a list of evidence-based instructional practices and approaches that the DPI believes are particularly well-suited for OST settings and have many of the characteristics described in the paragraph above. Note that this is not an exhaustive list. There are many possible practices or approaches that programs may choose to use that meet the criteria described above.

Project-Based Learning (PBL) – Project-based learning is a hands-on teaching and learning methodology that emphasizes student-directed, problem-oriented, and research-based projects centered on the student’s individualized passions, interests, and goals. Teacher-led workshops, mini-lessons, and student-proposed seminars and lessons foundationally support PBL and connect skills to learning standards. The processes of learning, including authentic inquiry, critical thinking, reading, primary and secondary research, writing, and speaking are emphasized throughout PBL, rather than product; as a result, PBL engages students in a rigorous, sustained learning process. Project-based learning is naturally collaborative. It often includes group work, a service component, or a community connection that provides significant learning experiences and opportunities. Throughout PBL, students reflect on their learning and their work, setting goals, and revising accordingly. Moreover, students give compassionately critical feedback to others, so all can improve their learning processes and products. Finally, students generally share their work with a larger community audience outside of their immediate project group.

For more information:

- [PBLWorks](#)
- [Sam Houston State University Center for Project-Based Learning](#)
- [You for Youth Project-Based Learning](#)

Service Learning – Service learning is a hands-on teaching and learning methodology that fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply

new learning to students' academic and personal development. The strongest service learning experiences occur when the service is meaningfully immersed in ongoing learning and is a natural part of the educational content that extends into the community.

Research shows that service learning experiences that incorporate the national standards and indicators result in positive academic, civic, and social and emotional outcomes. In high-quality service learning practice, the standards and indicators are met throughout the implementation process, which includes five components, IPARDC:

1. **I:** Investigation
2. **P:** Planning
3. **A:** Action
4. **R:** Reflection
5. **D:** Demonstration/Celebration

Using the IPARDC process as the framework within which youth will design and carry out their service learning experience will allow staff to blend instruction in academic skills to intentionally achieve co-created (between students, community, teachers) intended goals.

For more information:

- [DPI Service Learning](#)
- [Youth Activism Project](#)
- [Community Works Institute \(CWI\)](#)

Inquiry-based Learning and Experiential Learning

Two other instructional approaches OST programs may want to consider employing include inquiry-based learning and experiential learning.

Inquiry-based learning is similar to PBL but is more focused on exploring student-generated questions than on carrying out a project. It is often used as a way to explore science-related topics because it encourages students to engage in an inquiry cycle similar to that used by scientists. However, it can be used to explore other topic areas, as well.

For more information in inquiry-based learning:

- [Edutopia: What the Heck is Inquiry-Based Learning?](#)
- [Exploratorium: What Is Inquiry?](#)
- [You for Youth: Investigating Science Through Inquiry](#)
- [You for Youth: Facilitating Learning to Practice Inquiry and Science Process Skills Training to Go](#)
- [You for Youth: Investigating Science Through Inquiry Table](#)

Experiential learning is another hands-on, active instructional approach. It involves having students participate in a concrete experience and then reflecting on and making sense of that experience. Experiential learning is often used as a part of environmental education programs or apprenticeship programs. Service learning (described above) could be considered a type of experiential learning.

For more information on experiential learning:

- [Learning Theories: Experiential Learning](#)
- [Boston University: Experiential Learning](#)

Promising Practices for OST Programs

The You for Youth (Y4Y) Afterschool Toolkit provides an overview of a wide variety of promising practices for OST programs, including literature circles, literature dramatizations, math centers, math games, and inquiry-based science activities. The activities included are student-centered, hands-on, and provide students with opportunities for choice. For a full list of the promising practices, as well as videos and sample lessons, visit the [Y4Y webpage](#).

Appendix E: Before-School Programming Requirements

If you plan to offer before-school programming, it must conform to the following guidelines:

- The decision to offer a before-school program should be made based on the needs of 21st CCLC students and their families. There should be a clear rationale for offering the morning programming, and program activities should be intentional and should address the identified academic and social needs of students.
- Before-school programs must meet *all* of the requirements of the 21st CCLC grant. This includes ensuring that the program is accessible to all students who wish to attend. Transportation cannot be a barrier to participation.
- 21st CCLC programs are required to provide all attendees with academic enrichment activities. Programs should develop an official process for recruiting and enrolling students in the before-school program, just as they do for the after-school program. Before-school program sessions should last at least 45 minutes, and students should be required to be present for the entire session.

Note that if the before-school portion of the 21st CCLC program represents a significant percentage of programming hours, DPI monitors may choose to observe the morning program during DPI site monitoring visits.

Appendix F: Sample Memorandum of Understanding (MOU) **Between Local Education Agency (LEA) and Non-LEA Grant** **Applicant**

(Note: This document is intended to serve only as an example. Any Memorandum of Understanding (MOU) entered into by a Local Education Agency (LEA) and an external partner applying for a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant should be developed by the parties involved and should reflect locally generated agreements. Grant applicants may also want to consult with their legal counsel when developing an MOU.)

MEMORANDUM OF UNDERSTANDING

BETWEEN _____ **Local Education Agency (LEA)**

AND

_____ **Non-LEA Grant Applicant (Applicant)**

Parties to the Memorandum of Understanding:

This Memorandum of Understanding (MOU) is entered into between _____ (LEA) _____ (LEA) and _____ (Non-LEA Applicant) _____ (Applicant), a community-based organization that proposes to provide Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant-funded services to students enrolled in one or more of the LEA's schools.

Purpose

The purpose of this MOU is to describe the partnership between the parties concerning their respective roles and responsibilities in the implementation of a Nita M. Lowey 21st Century Community Learning Centers grant. The primary goals of this MOU are to establish and coordinate joint processes and procedures for the provision of grant-funded programming (including summer, before- and after-school programs) and to ensure the Applicant has access to the student data needed to comply with the state and federal reporting requirements of the 21st CCLC grant.

Duration of the Agreement

The duration of this MOU is for a period of five years (one grant funding cycle).

21st CCLC Program Overview

Instructions: Describe the scope and purpose of the 21st CCLC program(s) covered by the MOU here. The description may include the name of the school or schools that will be served by the grant-funded program(s) and the types of services that will be offered to program participants.

Required Federal Data Reporting for the 21st CCLC Grant

(Note: While not required, it is highly recommended that the following information is included in the MOU.)

In order to evaluate the effectiveness of grant-funded services provided by Applicant and comply with federal reporting requirements for the grant, the LEA shall annually prepare and deliver student demographic, academic, and behavioral data as defined below to Applicant for students participating in Applicant's 21st CCLC program:

- **Academic Achievement**
 - Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
 - Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- **Grade Point Average**
 - Percentage of students in grades 7-8 and 10-12 participating in 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrate an improved GPA.
- **School Day Attendance**
 - Percentage of youth in grades 1–12 participating in 21st CCLC programming during the school year and summer who had a school-day attendance rate at or below 90 percent in the prior school year AND demonstrated an improved attendance rate in the current school year.
- **Behavior**
 - Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- **Student Engagement in Learning**
 - Percentage of students in grades 1–5 participating in 21st CCLC programming during the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.
- **Student Demographic Data**
 - Percentage of all students participating in 21st CCLC programming during the school year and summer who are classified as:
 - Economically disadvantaged
 - Students with disabilities
 - English Learners (EL)

Duties of Parties

Instructions: Provide a description that details how the LEA and the non-LEA grant applicant will each contribute to the establishment and maintenance of the 21st CCLC program. This

section should include the specific obligations of each party in the implementation of the 21st CCLC grant.

LEA AND _____ (Applicant) _____ AGREE AS FOLLOWS:

(Note: The roles and responsibilities of each party should be described separately here. Possible duties to include in the section are listed below. This is not an exhaustive list, nor are the items on the list required. Applicants should develop a list of duties that reflects the local decisions that have been made about the implementation of the 21st CCLC grant.)

- LEA will share with Applicant pertinent student information and data with appropriate confidentiality agreements for the purpose of designing programming that addresses student needs.
- LEA will share with Applicant pertinent student information, assessment data, and other relevant data with appropriate confidentiality agreements for the purpose of meeting federal, state, and local evaluation requirements.
- LEA will assist Applicant in the evaluation of the 21st CCLC program at the local, state, and federal levels, including the administration of teacher surveys.
- LEA will assist Applicant with promoting program services to the school community, including targeted students and their families.
- Applicant will hire, supervise, and evaluate program staff.
- Applicant will plan and lead program activities.
- Applicant will complete administrative tasks related to the program, including required end-of-year reports and annual budgets.
- LEA and Applicant will establish protocols that facilitate regular communication between school or LEA staff and 21st CCLC program staff about program activities.
- LEA will assist the Applicant in implementing its sustainability plan.

Termination

LEA may terminate this MOU, with 30 days written notice to Applicant, at any time, if terms of this agreement are violated, or Applicant fails to adequately protect student data. In addition, LEA may terminate this MOU at any time if it determines such action is necessary for the health, safety, or education of students or staff. Applicant may terminate this MOU, with 90 days written notice to LEA, at any time, for any reason.

By signing below, each signatory represents that it has the authority to execute this MOU.

Non-LEA Applicant Agency:

LEA:

Signature

Signature

Printed Name

Printed Name

Title

Date

Title

Date

Appendix G: Principal Letter Template

I, <Insert Name>, am submitting this letter of commitment in support of the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant application submitted to serve <Insert Primary School Name>. If awarded the grant, I commit to the following (check those that apply):

- Providing the necessary information and data needed to meet the grant progress reporting requirements, including ensuring that required teacher surveys are completed.
- Collaborating with the program leaders to ensure the students with the greatest need are targeted for services.
- Providing opportunities to partner and coordinate with other relevant school programs (e.g., Title I).
- Facilitating transportation (i.e., providing bussing).
- Assisting with student identification and recruitment for the program.
- If the program takes place in the school building, ensuring that the program takes place in an accessible, safe, and appropriate space- including classrooms, school library, gymnasium, and other spaces necessary to carry out program activities.
- Facilitating collaboration and partnerships with day school staff to ensure that the program's activities align with the learning goals and needs of students.
- Promoting program events and opportunities with school stakeholders, including community partners and the school board.
- Attending program events.
- Serving on the program's leadership or advisory committee.
- Meeting regularly with program leadership to ensure program alignment with the school day priorities and review data.
- Dedicating the following resources (including any relevant staff) in support of the program:
 - <Insert Text>

<Insert Signature>

<Insert Printed Name>, <Insert Title>

<Insert School>

<Insert Date>

Appendix H: Measures of Effectiveness

In order to ensure they are research-based and effective, 21st CCLC programs must indicate how they meet the measures of effectiveness, as described in Title IV, Part B of ESEA. The 21st CCLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. The measures of effectiveness are outlined below, along with the corresponding questions from the 21st CCLC grant application.

For a program to meet **the measures of effectiveness**, such program shall:

- Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities (Section VIII, Questions 8.1-8.2).
- Be based upon an established set of performance measures to ensure the availability of high-quality academic enrichment opportunities (Section IX, Questions 9.28-9.44).
- If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards (Section X, Question 10.1).
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures (Section IX).
- Collect the data necessary for the measures of student success (Section IX; Section XIII, Questions 13.1 and 13.4).
- Participate in a periodic evaluation, in conjunction with the State educational agency's overall evaluation plan, to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (Section XIII, Question 13.1 and 13.4).
- Utilize evaluation data to refine, improve, and strengthen the program or activity and refine the performance measures (Section XIII, Question 13.5).
- Make the evaluation results available to the public upon request, with public notice of such availability provided (Section XIII, Question 13.6).